

A black and white photograph of a young boy with short dark hair, wearing a light-colored shirt with dark horizontal stripes. He is looking down at a book he is holding in his hands. In the background, there are several other books stacked on a shelf or table. The lighting is somewhat dim, creating shadows on the boy's face and the books.

Assessing Affective Characteristics in the Schools

Second Edition

Lorin W. Anderson
Sid F. Bourke

Assessing Affective Characteristics In The Schools

John Gardner

Assessing Affective Characteristics In The Schools:

Assessing Affective Characteristics in the Schools Lorin W. Anderson, Sid F. Bourke, 2013-05-13 The affective realm is a critical but often forgotten aspect of schooling. The development of character and the formation of appropriate learning environments rely to a large extent on understanding the affective nature of students. Even when the focus is on cognitive achievement, affect has a role to play. Teachers frequently mention a lack of motivation as a primary reason for students not achieving as well as they should or as well as their teachers would like. Despite the importance of affect, educators rarely make an effort to systematically collect and use information about students' affective characteristics to better understand students and to substantially improve the quality of education they receive. This book's purpose is to provide educators with the knowledge and skills they need to design and select instruments that can be used to gather information about students' affective characteristics. Once valid and reliable information has been gathered, it can be used to aid in understanding and to improve educational quality. The second edition features an updated list of affective characteristics (i.e., attitudes, values, interests, self-esteem, self-efficacy, locus of control) a dual emphasis on selecting and designing affective assessment instruments, an emphasis on multi-scale instruments (i.e., a single instrument with multiple affective scales, the use of a single small data set to illustrate and foster understanding of key concepts and procedures), a dual emphasis on data about individual students and groups of students, a dual focus on the instrumental value of affective data and the inherent value of affective data (i.e., affect is valuable in and of itself). **Assessing Affective Characteristics in the Schools** Lorin W. Anderson, S. F. Bourke, 2000 The affective realm is a critical but often forgotten aspect of schooling. The development of character and the formation of appropriate learning environments rely to a large extent on understanding the affective nature of students. Even when the focus is on cognitive achievement, affect has a role to play. Teachers frequently mention a lack of motivation as a primary reason for students not achieving as well as they should or as well as their teachers would like. Despite the importance of affect, educators rarely make an effort to systematically collect and use information about students' affective characteristics to better understand students and to substantially improve the quality of education they receive. This book's purpose is to provide educators with the knowledge and skills they need to design and select instruments that can be used to gather information about students' affective characteristics. Once valid and reliable information has been gathered, it can be used to aid in understanding and to improve educational quality. The second edition features an updated list of affective characteristics (i.e., attitudes, values, interests, self-esteem, self-efficacy, locus of control) a dual emphasis on selecting and designing affective assessment instruments, an emphasis on multi-scale instruments (i.e., a single instrument with multiple affective scales, the use of a single small data set to illustrate and foster understanding of key concepts and procedures), a dual emphasis on data about individual students and groups of students, a dual focus on the instrumental value of affective data and the inherent value of affective data (i.e., affect is valuable in and of itself).

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Student-centered Classroom Assessment Richard J. Stiggins, 1997 The book elucidates the fundamental importance of high quality assessment to student academic well-being and promotes the development of student self-assessment as a critically important life skill. Provides a clear, common sense description of all assessment methods selected response, essay, performance, and personal communication, and how to align them with relevant achievement targets, knowledge, reasoning skills, products, and dispositions. Easy to read and free of technical jargon, this book focuses squarely on what teachers need to know in order to make assessment work in classrooms.

Assessing the Socioemotional Development and Intervention Needs of Students Linda Brown, 1987

An Administrator's Guide for Evaluating Programs and Personnel Edward F. DeRoche, 1987

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James H. McMillan,1997 Arguing that student evaluation is an integral part of teaching this text is designed to provide teachers with a concise presentation of assessment principles which specifically relate to instruction and an overview of current research and new directions in the field of assessment **A Program Evaluation Handbook for Health Education Programs in Immunization** IOX Assessment Associates,1982

The International Encyclopedia of Educational Evaluation Herbert J. Walberg,G.D. Haertel,1990-01-31 The International Encyclopedia of Educational Evaluation provides a current and comprehensive treatment of the major evaluation approaches and methods used in educational research focusing on themes such as educational needs assessment measurement evaluating design decision making and educational policy This single volume is an up to date reference work for the beginning student as well as the advanced practitioner and offers educational evaluators access to the range of techniques and disciplines perinent to good evaluation practice

Parent-teacher Conferencing Joseph C. Rotter,Edward H. Robinson,1982 Effective parent teacher conferences have the potential to be the single most educationally valuable event for the student during the school year With increased parental involvement in the day to day operation of the schools and greater parental awareness of the educational process it becomes apparent that educators need to be prepared to respond to renewed parental interest in the education of their children From both an ethical and a legal perspective communication between parents and teachers is imperative However inappropriate procedures and inadequate skills and knowledge can create greater problems than may have existed before the meeting This publication is intended to help teachers to improve their parent teacher conferencing skills First it examines the historical background and research relating to parent teacher conferences Then it suggests effective ways for teachers to improve their communication skills with parents and to involve parents in the educational personal and social development of their children The core elements of effective conferencing listening perceiving attending responding and initiating are identified and discussed A list of 78 references is appended JD

Assessing Minority Group Children Thomas Oakland,Beeman N. Phillips,1974 Creating Islands of Excellence Carol Fineberg,2004 In Creating Islands of Excellence Fineberg underscores how the integration of arts based instruction can create breathtaking educational moments in and out of the classroom as she guides teachers administrators and curriculum developers around the problems that can derail well intended reform efforts

The Relationship Between School Context Variables and the Continuation of a Planned Curriculum Change Karen Vosseteig Lundstrom,1988 Growing Up Gifted Barbara Clark,1983 Annual Report - Scottish Council for Research in Education Scottish Council for Research in Education,1978 Educational Evaluation W. James Popham,1993 New edition of a text comprising 17 detailed chapters on the theories and models of educational evaluation as well as the various techniques of gathering data sampling measuring the hard to measure analyzing and evaluating results and understanding the issues Annotation copyright Book News Inc British Books in Print ,1979

Assessment and Learning John Gardner,2006 The only book of its kind to provide a comprehensive overview of

assessment used to support learning Assessment and Learning makes this area accessible and understandable for a wide range of users. This unique text is a major source of practice based theory on assessment for learning a formative assessment to support individual development and motivate learners. Key areas covered in the book include the practice of learning for assessment in the classroom developing motivation for learning professional learning and assessment for learning and assessment and theories of learning. **The British National Bibliography** Arthur James Wells, 2000

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